



http://



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Does Role for a district Office Personnel evaluator need to be set here?

User ID

Password

Login Role:

Evaluator ▼
Analytic User

?
User can be Evaluator
Could also be Analytic User.
Functions will be limited to generate
the output file/s

Is Login Required to print ?



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Search will return list with ID,s and evaluation start dates. User will select evaluation to be resumed if any.

Name	ID	Evaluation Start	Evaluation Type	Status	Select
Smith	10001	09/01/10	Observation	Saved	<input checked="" type="checkbox"/>
Smithson	2002	09/15/10	Documentation	Submitted	<input type="checkbox"/>
					<input type="button" value="Open Evaluation"/>

To open a previously started entry enter the last name or ID of the evaluated person

Search for previous evaluation:

Open Evaluation takes user directly to entry form.

Enter missing information in the Fields below.

Evaluator ID

Evaluator First Name

Evaluator Last Name

Evaluator Middle Initial

Evaluator School Entity ID

Evaluator District Entity ID

Is this a new evaluation ?:

This is not visible unless Start New Evaluation is submitted.

This evaluation is for a:

- ☒ Principal
☐ Teacher



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Leading Demographic Entry[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Something Else](#)[Get Principal Demographics](#)

Q search

Search

Enter missing information
in the Fields below.

Select Evaluation Documents

Principal ID (HQT)

10001

Principal ID(EduStakeholderID)

10001

Principal Last Name

Smith

Principal Middle Initial

Principal First Name

Mary

Principal District ID

Principal District Name

Principal School ID

Principal School Name

Not counting the current school year, how many TOTAL years of School Administrator experience does this teacher have? Include years not at this school/district.

0

1-2

3-10

11 - 20

21 or more

Not known

Save

Enter Scores

Logout

Evaluator can select document type needed. Only those documents will appear in the entry forms.
Only the document type selected would be printed for field use.

User can logout only after save.
Otherwise session is abandoned

Enter Scores will take evaluator to first Rubric Tabl



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Select Field Documents Needed

Observation Settings

- ☐ Leadership Team Meeting
- ☒ Business Meeting
- ☐ Development Learning Meeting
- ☒ Grade Level/Department Meeting
- ☐ Teacher Observation and Scoring
- ☐ Teacher Pre- and Post-Conference
- ☐ Walk-thru Visit of Classroom

Documentation

- ☐ Continuous Improvement Plan and Budgets
- ☒ Educator Goal Plans and School PD Plans
- ☐ Student Achievement Data
- ☐ Management Systems and Artifacts
- ☐ Teacher Evaluation Data
- ☐ Parent Survey
- ☐ Staff Survey
- ☐ Student Survey

[Print Documents](#)[Logout](#)

Evaluator can select document type needed. Only those documents will appear in the entry forms. Only the document type selected would be printed for field use.

Print documents will take user to first field document available to be printed.



Leading Evaluation Field Document - Observation

Principal Name: _____ Observation Date and Time: _____

The post conference must be completed within five business days of the observation.

Setting:

Business Meeting

This is a PDF Document.
Printed Size 8 1/2 x 11 Portrait

Print Document

Next Document

Return to Select Field Documents

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

	4	3	2	1	0
	CIP: Continuous Improvement Plan PD: Professional Development				
Element	Descriptors				
Shared Purpose	<ul style="list-style-type: none">Aligns all key decisions to the vision.Sets benchmarks and milestones in place to check on the progress of the vision.	<ul style="list-style-type: none">Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term.Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	<ul style="list-style-type: none">Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness.Communicates and/or references school vision focused on academic outcomes as evidenced by:<ul style="list-style-type: none">Posted vision/mission.Referenced in planning sessions / meetings.Referenced in communication materials.	<ul style="list-style-type: none">Communicates and/or references school vision as evidenced by:<ul style="list-style-type: none">Posted vision /mission.Referenced in planning sessions / meetings.Referenced in communication materials.	
Goal Setting	<ul style="list-style-type: none">Works with school & district leadership to set multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP.Identifies indicators for significant and achievable growth for all students, with designated	<ul style="list-style-type: none">Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple measures of data/evidence to set measurable goals for the CIP.Identifies goal(s) for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place.	<ul style="list-style-type: none">Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district goals.	<ul style="list-style-type: none">Sets attainable, rigorous student achievement goals to ensure high performance.	
	subgroups and content/grade-level specific goals (e.g., 5 th grade literacy ELL; high school algebra), are in place.				
Continuous Improvement Planning	<ul style="list-style-type: none">Works with the staff to incorporate action steps in CIP that include:<ul style="list-style-type: none">Differentiated PD with systematic monitoring and coaching.Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	<ul style="list-style-type: none">Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities.	<ul style="list-style-type: none">Works with the staff to:<ul style="list-style-type: none">Include task-analyzed objectives that identify milestones toward the goal.Include action steps and timelines for achieving task-analyzed objectives.Budget funds and allocate resources and responsible person(s) aligned to each objective.	<ul style="list-style-type: none">Aligns objectives to goal(s) in CIP.Lists measurable and attainable action steps for each objective in CIP.Includes source of funding for identified objectives.	
Consensus-Building around the CIP	<ul style="list-style-type: none">Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	<ul style="list-style-type: none">Builds school consensus around the CIP.	<ul style="list-style-type: none">References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	<ul style="list-style-type: none">Shares CIP with staff.	

Comments

There is no Goal Setting Element for Setting and Communicating Direction rubric in a Business Meeting Observation Setting. Therefore this element should not print.

Evaluator Notes: These will not print on the output



Leading Evaluation Field Document - Observation

Principal Name: _____ Observation Date and Time: _____

The post conference must be completed within five business days of the observation.

Setting: Grade Level Department Meetings

This is a PDF Document.
Printed Size 8 1/2 x 11 Portrait

Print Document

Next Document

Return to Select Field Documents

Setting and Communicating Direction

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	4	3	2	1	0
	CIP: Continuous Improvement Plan PD: Professional Development				
Element	Descriptors				
Shared Purpose	<ul style="list-style-type: none">Aligns all key decisions to the vision.Sets benchmarks and milestones in place to check on the progress of the vision.	<ul style="list-style-type: none">Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term.Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	<ul style="list-style-type: none">Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness.Communicates and/or references school vision focused on academic outcomes as evidenced by:<ul style="list-style-type: none">Posted vision/mission.Referenced in planning sessions / meetings.Referenced in communication materials.	<ul style="list-style-type: none">Communicates and/or references school vision as evidenced by:<ul style="list-style-type: none">Posted vision /mission.Referenced in planning sessions / meetings.Referenced in communication materials.	
Goal Setting	<ul style="list-style-type: none">Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP.Ensures measurable indicators for significant and achievable growth for all students, with designated	<ul style="list-style-type: none">Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP.Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place.	<ul style="list-style-type: none">Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP.	<ul style="list-style-type: none">Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance.	
	subgroups and content/grade-level specific goals (e.g., 5 th grade literacy ELL; high school algebra), are in place.				
Continuous Improvement Planning	<ul style="list-style-type: none">Works with the staff to incorporate action steps in CIP that include:<ul style="list-style-type: none">Differentiated PD with systematic monitoring and coaching.Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	<ul style="list-style-type: none">Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities.	<ul style="list-style-type: none">Works with the staff to:<ul style="list-style-type: none">Include task-analyzed objectives that identify milestones toward the goal.Include action steps and timelines for achieving task-analyzed objectives.Budget funds and allocate resources and responsible person(s) aligned to each objective.	<ul style="list-style-type: none">Aligns objectives to goal(s) in CIP.Lists measurable and attainable action steps for each objective in CIP.Includes source of funding for identified objectives.	
Consensus-Building around the CIP	<ul style="list-style-type: none">Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	<ul style="list-style-type: none">Builds school consensus around the CIP.	<ul style="list-style-type: none">References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	<ul style="list-style-type: none">Shares CIP with staff.	

Comments

Evaluator Notes: These will not print on the output



Leading Evaluation Field Document - Documentation

Principal Name: _____ Observation Date and Time: _____

The post conference must be completed within five business days of the observation.

Setting: Educator Goal Plans and School PD Plans

This is a PDF Document.
Printed Size 8 1/2 x 11 Portrait

Print Document

Next Document

Return to Select Field Documents

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

	4	3	2	1	0
	CIP: Continuous Improvement Plan PD: Professional Development				
Element	Descriptors				
Shared Purpose	<ul style="list-style-type: none">Aligns all key decisions to the vision.Sets benchmarks and milestones in place to check on the progress of the vision.	<ul style="list-style-type: none">Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term.Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	<ul style="list-style-type: none">Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness.Communicates and/or references school vision focused on academic outcomes as evidenced by:<ul style="list-style-type: none">Posted vision/mission.Referenced in planning sessions / meetings.Referenced in communication materials.	<ul style="list-style-type: none">Communicates and/or references school vision as evidenced by:<ul style="list-style-type: none">Posted vision /mission.Referenced in planning sessions / meetings.Referenced in communication materials.	
Goal Setting	<ul style="list-style-type: none">Works with school & district leadership team to use multiple longitudinal data/evidence, with relevant staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP.Establishes and achieves growth for all students, with designated	<ul style="list-style-type: none">Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set district-aligned goals for the CIP.Establishes student subgroups (e.g., 3rd grade ELL; 10th special education) are in place.	<ul style="list-style-type: none">Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP.	<ul style="list-style-type: none">Sets attainable, rigorous student achievement goals to close achievement gaps.	
Continuous Improvement Planning	<ul style="list-style-type: none">Works with the staff to incorporate action steps in CIP that include:<ul style="list-style-type: none">Differentiated PD with systematic monitoring and coaching.Targeted student intervention systems for identified subgroups.Includes data analysis, remediation/intervention delivery, progress monitoring, communication.	<ul style="list-style-type: none">Works with the staff to include action steps in CIP, aligned to goals, in a sequenced chronologic and student intervention.	<ul style="list-style-type: none">Works with the staff to:<ul style="list-style-type: none">Include task analysis toward the goal.Include action steps and achieving task analysis.Budget funds and resources and responsible person(s) aligned to each objective.	<ul style="list-style-type: none">Lists measurable and attainable action steps for each objective in CIP.Includes source of funding for each objective.	
Consensus-Building around the CIP	<ul style="list-style-type: none">Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	<ul style="list-style-type: none">Builds school consensus around the CIP.	<ul style="list-style-type: none">References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	<ul style="list-style-type: none">Shares CIP with staff.	

Comments

For the Setting Documentation - Educator Goal Plans and School PD Plans, only the Shared Purpose Element would print. Other parts of rubric could be disabled or not print.

Evaluator Notes: These will not print on the output



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Need Help ?



Save

Clear All

Submit

Print Report

Logout

Observation Entry FormPrincipal Name: Observation Date:
 Observation Setting:

 Documentation:

[Setting and Communicating Direction](#) | [Building Relationships](#) | [Developing the Organization](#) | [Leading Instruction](#) | [Securing Accountability](#)

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

	4	3	2	1	0
Element	CIP: Continuous Improvement Plan PD: Professional Development				
Descriptors					
Shared Purpose	<ul style="list-style-type: none"> Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. 	<ul style="list-style-type: none"> Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision means in the context of the school and district. 	<ul style="list-style-type: none"> Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and continuous improvement. 	<ul style="list-style-type: none"> Communicates and/or references school vision as evidenced by: <ul style="list-style-type: none"> Posted vision /mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal Setting	<ul style="list-style-type: none"> Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Ensures measurable indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL, high school algebra), are in place. 	<ul style="list-style-type: none"> Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP. Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place. 	<ul style="list-style-type: none"> Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP. 	<ul style="list-style-type: none"> Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous Improvement Planning	<ul style="list-style-type: none"> Works with the staff to incorporate action steps in CIP that include: <ul style="list-style-type: none"> Differentiated PD with systematic monitoring and coaching. Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). 	<ul style="list-style-type: none"> Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities. 	<ul style="list-style-type: none"> Works with the staff to: <ul style="list-style-type: none"> Include task-analyzed objectives that identify milestones toward the goal. Include action steps and timelines for achieving task-analyzed objectives. Budget funds and allocate resources and responsible person(s) aligned to each objective. 	<ul style="list-style-type: none"> Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consensus-Building around the CIP	<ul style="list-style-type: none"> Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. 	<ul style="list-style-type: none"> Builds school consensus around the CIP. 	<ul style="list-style-type: none"> References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. 	<ul style="list-style-type: none"> Shares CIP with staff. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Evaluator Notes: These will not print on the output